



3 0005 0315 9559 1

Ministry
Education

Issued under the authority
of the Minister of Education
Hon. Thomas L. Wells

1975

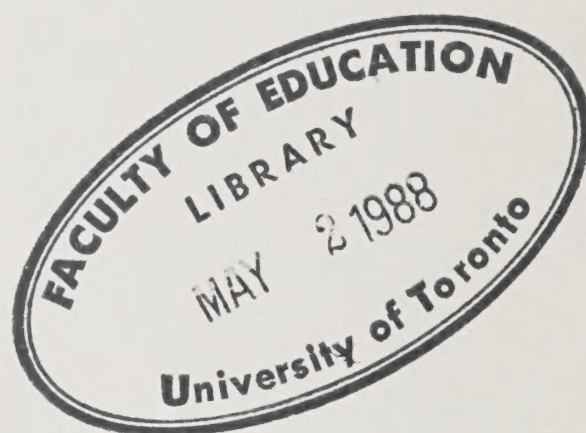
Circular P1J1
Provincial Curriculum Policy for
the Primary and Junior Divisions
of the Public and Separate Schools
of Ontario

Formative Years

3



OHEC
372.1909713
O59DE/C
1975





As a government statement of curriculum policy for the Primary and Junior Divisions of Ontario elementary schools, this document represents a departure from its predecessors in a number of ways.

By summarizing provincial goals and curriculum expectations in a succinct manner, as is done here, we hope that all teachers, administrators, trustees and parents will find it easier to keep overall objectives in clear perspective, remembering always that the individual child in the classroom is the ultimate reason for the existence of our schools.

Another departure of major significance is the new policy of the Ministry of Education which will mean that this basic policy document will be backed up and supported by a variety of publications intended primarily for teachers as they work out the application of the curriculum in the classroom.

In addition to elaborating on the expectations outlined here, most of these supplemental publications will contain practical information and ideas that can be put to use in the classroom.

A book entitled *Education in the Primary and Junior Divisions*, which will provide a philosophical basis for the program in these divisions, will also be published.

Many have expressed concern about the teaching of basic skills in our schools. While it has always been accepted that a firm foundation must be established in the early years of a child's education, we must recognize the expressed concerns and react appropriately to them. In this document, the matter of basic skills has been addressed in a responsible and educationally sound manner.

As always, the major challenge falls to educators at the local level to translate the objectives into relevant learning experiences for each of our children.

Thomas L. Wells
Minister of Education

Ontario's Approach to Curriculum

However spontaneous it may appear, good education requires careful planning. Planning may be formal or informal, conducted in groups or by individuals, deliberate or intuitive, continuous or intermittent, or some combination of all of these.

But whatever the method, planning implies purpose and a careful correlation between means and end. The end result is curriculum, the particular arrangement of objectives, content, and learning experiences within the school.

As part of its province-wide responsibility, the Ministry of Education establishes a common framework of goals and aims for education in Ontario, and sets out in a general way the learning opportunities that the programs in the schools should make available. For the Primary and Junior Divisions of our elementary schools, these provisions are embodied in this document, known as *Circular P1J1*.

This policy of issuing guidelines rather than detailed courses of study acknowledges that, to be effective, curriculum must be closely related to the characteristics and needs of the particular pupils for whom it is planned.

Thus, while the Ministry articulates the broad goals, it is the responsibility of the local school boards—through their supervisory officials—to formulate local programs that are within the rationale of the provincial policy and at the same time reflect local needs and priorities.

School staffs, both as individual teachers and as a collective body under the leadership of the principal, have the task of planning classroom programs specifically adapted to the children for whom they are responsible.

Curriculum planning is a process that must be widely shared. Working within the boundaries of provincially and locally established purposes and priorities, those most aware of the children's needs and the community's expectations—parents, teachers, principals, supervisory officials, as well as the children themselves—must all be involved in the planning process in appropriate ways. Local supervisory officials and principals have particular responsibility for providing leadership in planning, and for ensuring that specific objectives and the means used to achieve them are consistent with overall purposes and priorities.

Not every profitable learning opportunity can be planned in advance, but the overall direction of learning can and should be. Parents and other citizens have the

reasonable expectation that the professional educator will have a clear understanding of overall purposes, and of how the various activities planned for children fulfil these purposes.

In many jurisdictions, committees define aims and set priorities in terms of community expectations. They identify local resources, refine perceptions that might affect the general sequencing of instruction, and provide, as temporary assistance for less experienced teachers, more or less detailed outlines of work and sample units.

However extensive this assistance, the major responsibility for planning curriculum rests with the school. Only by accepting this responsibility can it respond to the special needs and characteristics of the children in its care, and work towards achieving the aims of the school and the school system.

Much of the necessary planning (and in some situations almost all of it, especially in relation to day-to-day activities) must be done by the individual teacher. Certain important parts of the planning process are, however, best done co-operatively, in some cases by the entire teaching staff, in other cases by all the teachers of a given division.

Individual teachers have the responsibility of selecting strategies, resources, and activities appropriate to the needs of individual children, who should then be involved in setting short-term objectives, in devising ways and means of accomplishing tasks, and in choosing activities.

Teachers planning by division can articulate objectives for that division and share resources and strategies for achieving them. They should strive to achieve a consistent focus and to eliminate excessive repetition and overlap.

In planning sessions attended by the entire teaching staff of a school, teachers can share ideas and reach consensus on the objectives for each division and on the ways in which they contribute to the overall aims of the school. They can gain a unified sense of direction and a better understanding of the levels of expectations for children of various age groups. In so doing, they will be able to develop a more consistent program with concomitant opportunities for each child to advance at his own rate.

The more communication and sharing take place, the more relevant will be the information available to the classroom teacher, who in the end must make the day-to-day decisions that guide the direction of learning.

The Formative Years

Education in the Primary and Junior years, both in the home and in the school, is of paramount importance. The experiences of these early years mould the child's attitudes to learning and provide the basic skills and impetus for his continuing progress.

In setting out the fundamentals of the program for the Primary and Junior Divisions of the elementary schools of Ontario, recognition has been given to the following important factors:

- the philosophical commitment of our society to the worth of the individual;
- significant research conducted in Canada and abroad;
- the recommendations and viewpoints contributed by teachers, parents, trustees, administrators, and other citizens of this province through the cyclic review process.

It is the policy of the Government of Ontario that every child have the opportunity to develop as completely as possible in the direction of his or her talents and needs. On behalf of the educational community and other citizens, the Government pledges to support an education that develops basic skills, knowledge, and attitudes, that endeavours to provide a fuller life during a child's years in the Primary and Junior Divisions, and that endeavours to nurture every child's growth so that each may be able to continue his or her education with satisfaction and may share in the life of the community with competence, integrity, and joy.

It follows that the curriculum will provide opportunities for each child (to the limit of his or her potential):

- to acquire the basic skills fundamental to his or her continuing education;
- to develop and maintain confidence and a sense of self-worth;
- to gain the knowledge and acquire the attitudes that he or she needs for active participation in Canadian society;
- to develop the moral and aesthetic sensitivity necessary for a complete and responsible life.

It is also the policy of the Government of Ontario that education in the Primary and Junior Divisions be conducted so that each child may have the opportunity to develop abilities and aspirations without the limitations imposed by sex-role stereotypes.

To achieve these goals, the Ministry of Education holds certain expectations regarding the nature of the programs in the Primary and Junior Divisions and the related responsibilities of teachers, principals, and supervisory officials. The responsibilities include:

- (1) planning and implementing programs consistent with the goals and expectations of the Ministry of Education;
- (2) assessing each child's learning on a continuous basis to ensure learning at a level and rate that are in keeping with individual abilities and, where warranted, diagnosing difficulties and making appropriate changes in the program or teaching-learning strategies;
- (3) ensuring that each child experiences a measure of success in his or her endeavours, so that each may develop the self-confidence needed for further learning;
- (4) organizing space and facilities and providing resources that allow scope for imaginative and varied activities;
- (5) communicating with parents concerning each child's progress.

Programs developed at the local level should provide each child with opportunities to achieve the levels of competence and the forms of growth and development implied in the aims that follow. Such programs should allow individual children to move beyond the expectations of the program without subjecting those who cannot reach them to loss of self-esteem or confidence. The programs should also accommodate any modifications that may be necessary to meet the needs of children with learning or other disabilities.

Aims related to Communications (language and mathematics) have been set out separately for each division, and may be found on pages 6 to 16. Aims related to the Arts and to Environmental Studies are not allocated to particular divisions, and are outlined on pages 17 to 23. The sequence in which the aims are listed in the document does not imply an order of priority.

Listed under each aim are a number of more specific learning opportunities that contribute to the major aim.

Primary Division

By the end of the Primary Division, the program should have provided the child with the opportunity to acquire competence in the areas outlined below.

Learning experiences in the Primary Division will enable the child to:

Arithmetic

1. Understand and use numbers and operations

- classify, order, and match objects in a collection, including structural materials such as rods, blocks, and interlocking cubes;
 - count, group, and use notation for recording;
 - master number facts related to addition, subtraction, multiplication, and division of whole numbers which are relevant to his or her experience;
 - recognize and use patterns such as $5 + 9$, $15 + 9$, $25 + 9$... $85 + 9$; $5 + 7$, $15 + 7$, $5 + 17$; $3 + 4 = 4 + 3$, $5 \times 9 = 9 \times 5$ (commutative property); $2 + (3 + 4) = (2 + 3) + 4$; $3 \times (4 \times 5) = (3 \times 4) \times 5$ (associative property);
 - acquire an understanding of the concepts of simple fractions (including equivalent fractions) and decimals;
 - apply arithmetic to everyday problems and recognize through such activities the need for further skills.
-

Measurement

2. Use measurement in relevant situations with an understanding of the concepts involved

- acquire an understanding of the concept of conservation of quantity;
- match, compare, and order lengths, areas, volumes, masses, time, and temperature, using appropriate terms;
- measure, using arbitrary units and standard units, with a degree of precision appropriate to his or her stage of development;
- estimate quantities by sight, touch, or by comparison with familiar objects (such as parts of the body) and confirm estimates by measurement;
- use metric units of length, area, volume, mass, and temperature.

Geometry**3. Understand relationships involving space and shape**

- recognize spatial patterns in the environment;
- describe, identify, and classify objects by attributes such as shape, thickness, colour, and texture;
- identify solids such as the cone, cylinder, sphere, cube, cuboid, prism, and pyramid, and use terms such as *face*, *edge*, and *vertex*;
- construct cubes, cuboids, prisms, pyramids, and other three-dimensional shapes and frameworks, using patterns and appropriate materials;
- identify plane figures such as the triangle, rectangle, square, pentagon, hexagon, octagon, and circle;
- recognize symmetry in three-dimensional and two-dimensional figures;
- use introductory comparative ideas of scale such as *twice as large*, *three times as long*, *half as high*;
- recognize similarity through the use of drawings, maps, and scale models.

Listening**4. Listen with sensitivity and discrimination**

- locate, interpret, compare, classify, and discuss a variety of sounds;
- recognize variations in intonation, volume, stress, pitch, and in the whole melody of speech;
- recognize the qualities and textures of sound;
- recognize a variety of language patterns, rhymes, sounds, and rhythms and make comparisons and find relationships;
- differentiate sounds within words (phonics);
- appreciate poetry and prose that is read aloud by others, and explore and interpret the human experience, feelings, and values expressed therein;
- appreciate models of good speech and of the effective use of sound and music;
- acquire an understanding of oral directions, messages, and reports.

Speaking

5. **Articulate his or her own ideas, thoughts, and feelings with confidence and lucidity**
- use speech to establish and maintain groups in which learning is likely to occur;
 - form ideas through impromptu talk, using incomplete and tentative structures if necessary;
 - master a vocabulary that enables him or her to name, describe, reason, explain, and use qualitative words as he or she plays, observes, manipulates, creates, and experiments with stimulating materials;
 - discuss topics and issues that are personally significant;
 - participate in dramatic play, puppetry, choral speech, and oral reading.



Reading

-
- 6. Learn to read using the initial skills and processes that he or she finds most effective**
- collect words and phrases that are personally significant, and classify them and use them creatively in various ways (e.g., booklets and dictionaries);
 - perceive regularities and differences that characterize words;
 - use his or her own words to build new sentence patterns, grouping rhyming words or words that begin in the same way into families, seeing little words in larger words, making new words by adding prefixes and suffixes or by substituting letters;
 - understand and use simple syntactic, phonemic, and graphemic cues;
 - apply his or her reading skills to various kinds and levels of materials, including his or her own work and that of peers.
-

Reading

-
- 7. Appreciate the significance and function of reading in his or her own life**
- use reading as a source of information and enjoyment;
 - respond to print stimuli within the environment (signs, labels, directions, letters, initials);
 - use a library or resource centre;
 - organize and record information;
 - develop an interest in a wide variety of reading materials.
-

Reading

-
- 8. Read independently with enjoyment and with a fluency appropriate to his or her stage of development**
- develop and use a variety of techniques for decoding words;
 - understand and respond in personal ways to the ideas, attitudes, and feelings expressed in various reading materials;
 - draw inferences from context, relate them to personal experiences, and extend the ideas presented in a variety of ways;
 - develop his or her own reading materials by drawing upon personal experiences and language;
 - use reading as a source of personal enrichment and pleasure and thus take the first steps in recognizing and appreciating literary value.
-

Writing

9. **Express experiences, thoughts, and feelings in writing with clarity and sensitivity**
 - master a vocabulary of words, phrases, and expressions through which personal feelings, sensations, and observations can be adequately expressed;
 - experiment with words, word patterns, and idioms;
 - develop a sense of sequence and logic that enables individual progress from isolated phrases or sentences to the coherence of a paragraph;
 - demonstrate an appreciation of style by incorporating in his or her own writing effective words or phrases selected from those encountered in reading and listening;
 - demonstrate a knowledge of the patterns of spelling and rules of punctuation required for clarity;
 - demonstrate a knowledge of common grammatical forms;
 - write legibly in a manner appropriate to his or her stage of development;
 - use writing for creative expression (e.g., stories and verses);
 - use writing for practical purposes (e.g., sequential instructions for specific operations or short letters requesting permission or information);
 - assess his or her own writing in appropriate ways;
 - appreciate that writing can be used to inform, to explain, to describe, to narrate, and to give voice to imagination and fantasy.

Junior Division

On arrival in the Junior Division, some of the children may still lack the competence and confidence they need. They are in a stage of transition and may require continued individual help and varied practice.

The children who are ready and who have acquired competence in the areas outlined for the Primary Division may proceed to consolidate and extend these areas in the directions outlined for the Junior Division.

By the end of the Junior Division, the program will have provided the child with the opportunity to develop competence in the areas outlined below.

Learning experiences in the Junior Division will enable the child to:

Arithmetic

- 1. Use mathematical concepts and arithmetic operations with understanding**
 - compute efficiently using standard algorithms;
 - understand and use the commutative, associative, and distributive properties;
 - add, subtract, multiply, and divide, using decimals and fractions;
 - use simple algebraic notations for number relationships such as $p = 4s$, $x + y = 24$;
 - relate the members of one set to members of another set using ideas of correspondence and mapping, including the interpretation and development of graphs, charts, maps, models, and other forms of representation;
 - use mathematical language correctly in real-life situations (e.g., *equal, equivalent, congruent, mean, probably, sample*);
 - draw conclusions from evidence obtained through experimentation or logical reasoning and apply mathematics to the solution of everyday practical problems.

Measurement

- 2. Consolidate and extend the measurement skills outlined for the Primary Division**
 - estimate length, area, volume, mass, time, temperature, and speed with an appropriate degree of precision;
 - use the relationships between different units of length, area, volume, and mass within the metric system;
 - acquire and demonstrate measurement skills involving the use of instruments such as protractors, clinometers, and magnetic compasses;
 - solve meaningful problems involving measurement and calculation with metric units.

Geometry

3. Understand more complex spatial relationships

- classify shapes in space (three-dimensional shapes) and in the plane (two-dimensional shapes) according to their attributes;
- discover patterns and identify properties of two-dimensional and three-dimensional figures by tiling in the plane and stacking in space;
- develop concepts of symmetry related to point-, line-, plane-, rotational, and translational symmetry;
- identify the symmetries of figures in the plane and of objects in space;
- understand and use words such as *slide*, *turn*, and *flip* in describing motions of figures in the plane and in space;
- develop and use the concept of co-ordinates;
- understand, represent, and use concepts such as *vertical*, *horizontal*, *perpendicular*, *parallel*, *angle*, *triangle*, and *polygon*;
- understand the concept of congruency;
- identify relationships between similar figures and apply measurement skills in scale drawings.



Reading**4. Become aware of deeper levels of meaning in reading**

- master the essential word recognition strategies and use them appropriately as they are required (contextual, structural, and phonic clues and the dictionary);
- expand his or her knowledge of words as personal experiences expand and as the ability to use the dictionary, a thesaurus, and books dealing with the origins of words increases;
- understand increasingly complex language patterns, styles, and forms;
- recognize the variety of contextual, stylistic, and symbolic clues that an author uses to communicate meaning;
- adjust reading speed and techniques to his or her purposes and to the reading material;
- produce reading materials and share them with others;
- understand and interpret ideas in poetry and prose and thus go beyond mere comprehension and recall of factual detail;
- compare ideas or statements and predict conclusions;
- use reading as a source of personal enrichment, relaxation, and pleasure.

Reading**5. Use reading as a source of information**

- select realistic goals and formulate manageable questions for individual investigation;
- make extensive use of the school library resource centre and its reference and resource materials;
- obtain information from graphic sources such as pictures, cartoons, diagrams, charts, maps, and tables;
- act on information received from recipes, directions, manuals, or patterns and evaluate the product;
- check information for relevance, authenticity, and bias;
- search for and detect inconsistencies and fallacies in texts;
- organize pertinent information by paraphrasing, summarizing, and recording;
- express personal interpretations through notes, paintings, dramatizations, models, maps, or diagrams;
- test personal interpretations through interaction with others.

Reading

- 6. Develop a deeper appreciation of excellence in reading materials**
- read from a diversified selection of materials such as poems, biographies, novels, plays, myths, legends, newspapers, magazines, and cartoons;
 - read critically and develop an appreciation of function, style, feeling, intention, rhythm, mood, plot, and characterization;
 - begin to understand conflict in character and in ideas and values;
 - develop an interest in reading for recreational purposes;
 - react personally in a variety of ways to ideas presented;
 - test the validity of personal reactions and insights in discussion with others;
 - develop personal reading tastes and interests.
-

Writing

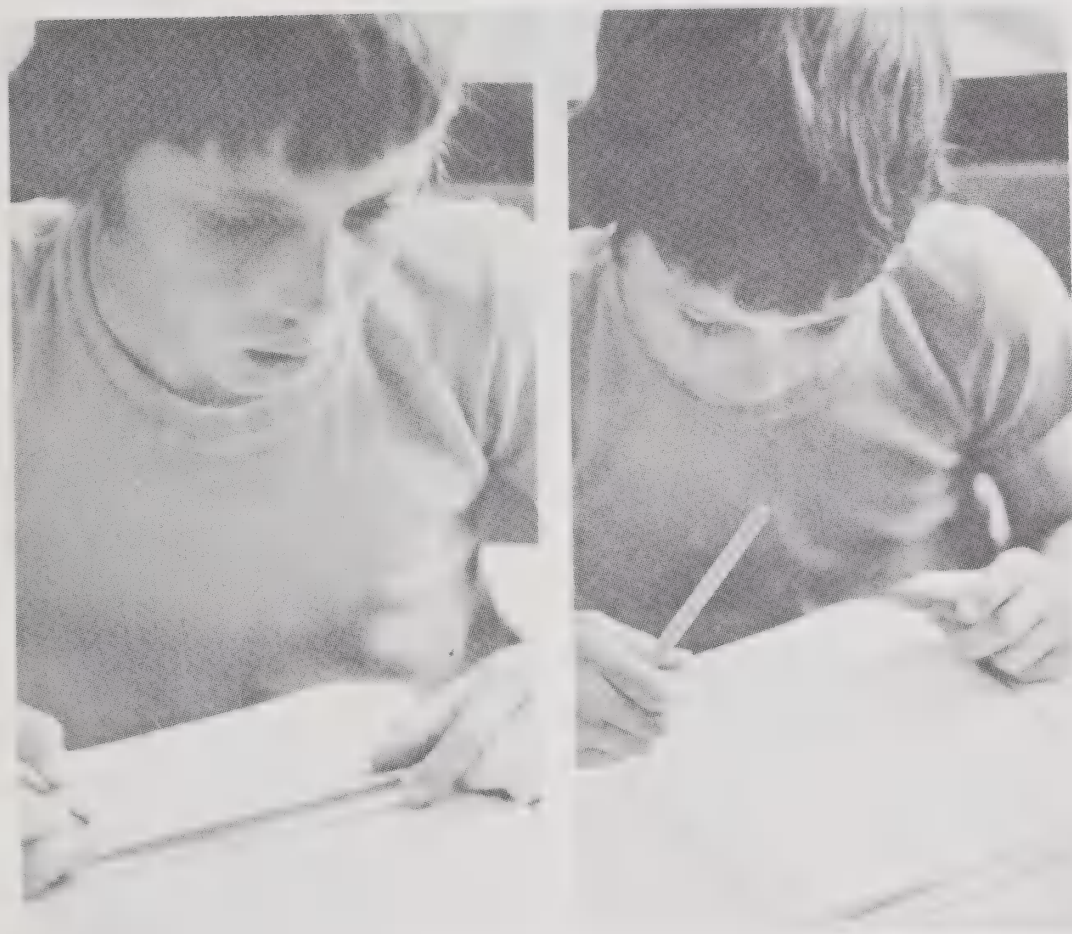
- 7. Express in writing personal experiences, thoughts, and feelings with greater clarity and sensitivity**
- select, record, and use interesting words, phrases, and expressions gathered in the course of personal experiences or obtained from a dictionary or other reference source;
 - identify the essence of what is to be learned and record it in his or her own words;
 - present ideas and information logically in paragraphs and in outlines and reports;
 - experiment with more compact phrasing and interlocking constructions;
 - demonstrate a growing knowledge of standard grammatical forms;
 - demonstrate a growing knowledge of the patterns of spelling and rules of punctuation required for clarity;
 - understand how words are put together, identify syllables, recognize and use prefixes, suffixes, root words, synonyms, antonyms, and homonyms;
 - demonstrate a growing ability to present thoughts, feelings, and experiences in a personal style.

Writing

- 8. Understand that writing can be used for many purposes and that the purpose determines the form of writing and the kind of language used**
- adapt language to the intended purpose so that it effectively expresses personal experiences and feelings;
 - acquire and demonstrate the ability to use different forms of writing (e.g., diaries, letters, instructions, outlines, news items or scripts, records of trips or experiments);
 - communicate through imaginative and personal forms of writing (e.g., stories, plays, poems, fables);
 - recognize and appreciate models of good writing;
 - recognize that facility in writing is gained through practice;
 - appraise and improve writing in the light of the purpose or audience.

Handwriting

- 9. Develop legible handwriting commensurate with his or her psycho-motor skills**
- demonstrate in handwriting an understanding of the elements of form and spacing and the use of margins and capitals.



Listening

10. Extend and consolidate listening skills and develop an appreciation of oral communication and literature

- demonstrate increased competence in the elements of listening outlined for the Primary Division;
- acquire and demonstrate the ability to listen critically;
- listen to an increasing range of prose and poetry and become aware of the human experience, feelings, and values expressed therein;
- understand and communicate with people who use different language patterns;
- listen sensitively and critically to oral reports and views expressed in a discussion and make pertinent contributions;
- demonstrate the ability to extract information from oral sources.

Speaking

11. Extend and consolidate the speaking skills outlined for the Primary Division

- develop his or her private views through interaction with others;
- demonstrate in conversation, discussion, oral reading, interviewing, oral reporting, and role-playing the vocabulary, language patterns, and oral styles appropriate in questioning, explaining, describing, reasoning, and evaluating;
- understand and use the speaking skills involved in drama, newscasting, advertising, and other forms of oral presentation;
- understand and use the speaking skills required for the effective use of the telephone, the tape-recorder, and other contemporary communication devices;
- appreciate that speech can convey nuances of emotion and attitude over and above its literal content;
- appraise and improve personal speech habits.

Primary and Junior Divisions

In the Primary and Junior Divisions, the program will provide the child with experiences designed to foster the forms of development outlined below.

The child in the Primary and Junior Divisions will be given opportunities to:

Perception and Expression

1. **Increase sensitivity of perception through the use of all the senses and develop the capacity to express this sensitivity through a variety of creative media**
 - appreciate that his or her own ideas and feelings have value and are worthy of expression;
 - develop the ability to express his or her ideas and feelings through active participation in drama, music, physical education, and the visual arts;
 - become aware of his or her reactions to physical sensation and develop a healthy, positive attitude towards them;
 - classify objects by attributes such as colour, texture, shape, smell, sound, and mass and develop vocabulary to describe and identify them;
 - use the opportunities provided by the arts to practise problem-solving both independently and co-operatively;
 - enjoy the power of creation through the use of colour, pattern, movement, sound, language, and materials;
 - identify and use ideas gathered from the arts (e.g., those in nursery rhymes, songs, dramatic activities, the visual arts) to better understand our society;
 - develop the freedom of thought necessary for creativity.
-

Drama

2. **Develop self-awareness and self-confidence through drama and related creative activities**
 - discover and clarify assumptions, points of view, and emotional reactions and gain an awareness of his or her role as well as the roles others play;
 - co-operate with others and develop empathy with them by working with them and exchanging ideas freely;
 - develop the ability to concentrate and gain confidence from growing powers of self-expression;
 - develop a greater awareness of bodily movement and of some of the factors inherent in movement expression (e.g., body awareness, body activity, relationship of self to space and to others, quality of movement).

Music

- 3. Develop sensitivity to sound and thus acquire a base for growth in music**
- enjoy and experience music through singing, playing, listening, creating, moving, and dramatizing;
 - enjoy singing and become familiar with a wide repertoire of songs;
 - recognize and discriminate between different types of sounds heard in daily life and explore their potential relationship to music;
 - listen to music of various periods and styles;
 - produce and experiment with sounds through a variety of means in order to become increasingly sensitive to rhythm, pitch, dynamics, timbre, form, melody, and harmony;
 - develop the ability to use pitched and unpitched sounds in a creative way;
 - become familiar with and develop the ability to use the language and grammar of music as a means of communication.

Visual Arts

- 4. Develop visual awareness, sensitivity, and appreciation**
- experience and respond to forms, events, and materials in the environment;
 - perceive qualities of form such as similarities and contrasts, surfaces, patterns, rhythms, cohesiveness, line, mass, space, and colour in natural and manufactured objects and materials;
 - clarify and express personal experiences and feelings in visual form through a variety of materials and activities such as modelling, construction, painting, and drawing;
 - share visual expressions and relate them generally to the work of other people.

**Physical
Education**

- 5. Develop creativity, confidence, and physical fitness through physical activities**
- develop gross and fine motor skills through a wide variety of physical activities;
 - develop an understanding of movement and a love of vigorous activity;
 - develop the ability to estimate space and distance in relation to his or her own physical capabilities and movements;
 - participate in individual and group games, movement exploration activities, dance, and gymnastic sequences;
 - develop an appropriate degree of balance, strength, speed, precision, and economy of effort in physical actions.



Health

- 6. Acquire some basic understanding of his or her physical and emotional nature and of the principles of healthy living**
- acquire an understanding, at an appropriate developmental level, of such life processes as respiration, digestion, and reproduction and of the basic structure of the human body as it relates to these processes;
 - appreciate the relation of physical development to ability, emotions, attitudes, and behaviour;
 - acquire an understanding of the use, misuse, and abuse of mood and behaviour modifiers;
 - appreciate the interdependence of people and their environment and the effects of environmental conditions on health;
 - acquire an understanding of the fundamentals of good nutrition and become familiar with some of the alternative ways of maintaining these fundamentals as reflected in the culinary practices of various cultural groups;
 - develop appropriate understandings regarding sexuality.

Values

- 7. Begin to develop a personal value system within a context that reflects the priorities of a concerned society and at the same time recognizes the integrity of the individual**
- become aware of the values that Canadians regard as essential to the well-being and continuing development of their society—namely, respect for the individual, concern for others, social responsibility, compassion, honesty, and the acceptance of work, thought, and leisure as valid pursuits for human beings;
 - begin to develop a personal set of values by identifying value alternatives and their consequences, selecting personal values from the alternatives, internalizing the values selected, and acting in accordance with the values selected;
 - identify and analyse public value issues.

Decision-Making**8. Develop the ability to make informed and rational decisions**

- extend and organize personal questions and interests and participate in purposeful first-hand investigations;
- develop the elements of the scientific method, i.e., acquire the skills of careful and objective observation, learn to distinguish between observation and inference, and use observation to test ideas, investigate ambiguity, and make predictions, inferences, and generalizations;
- make effective use of the various types of notation and reporting techniques;
- develop the ability to obtain information from secondary sources by learning: to plan an investigation and to formulate questions specific enough for investigation; to locate sources of information pertinent to a particular fact or theme; to identify the main point in a paragraph; to explain this orally and rewrite the information in his or her own words; to check information for accuracy, examine conflicting evidence, draw reasonable conclusions from texts, pictures, and charts, and to make useful notes of the information obtained from first-hand observations, reference materials, audio-visual media, and interviews;
- organize information to illustrate a point, sustain an argument, or provide a basis for decision-making.



*The
Individual
and Society*

-
- 9. Understand social relationships at a level appropriate to his or her stage of development**
- understand his or her own nature and needs as a basis for understanding the nature and needs of others;
 - appreciate that his or her actions as an individual are reflected, in however small a way, in his or her physical and cultural setting;
 - develop insights into the functioning of groups and the individual's role in them;
 - understand some of the factors that contribute to effective interpersonal relationships;
 - develop self-respect, respect for the rights of others, and respect for the rule of law;
 - appreciate the development of civilization through the ages and understand and respect customs, institutions, and the historical background of diverse social groups and communities;
 - develop an understanding of such concepts as *community*, *conflict*, *culture*, and *interdependence*;
 - learn the social skills and attitudes upon which effective and responsible co-operation and participation depend.
-

*Science
and
Geography*

-
- 10. Understand the environment, both in terms of the nature of its parts and of the patterns that characterize it as a whole**
- develop an awareness of the natural environment and of how it affects and in turn is affected by human activities, past and present;
 - develop an initial understanding of the relationships among natural things (e.g., the relationship between weather and erosion), among natural and manufactured things (e.g., between machinery and air pollution), and between people and things (e.g., between the quality of life and the automobile);
 - perceive the development of patterns and relationships over time, such as the structure-function patterns of living things, the interdependence of living things, and the relation of the form and structure of materials to properties and function;
 - develop concepts basic to science, such as *matter*, *mass*, *force*, *energy*, *time*, *temperature*, *change*, *interdependence*, *growth*, and *development*.
-

**Canadian
Studies****11. Acquire a reasoned knowledge of and pride in Canada**

- become familiar with the geography and culture of the community, the province, and the country;
- develop an awareness of law and government, and of the rights and duties of Canadian citizens;
- become familiar with the historical development of the community and, at appropriate levels, of the province and the country;
- develop and retain a personal identity by becoming acquainted with the historical roots of the community and culture of his or her origin and by developing a sense of continuity with the past;
- begin to understand and appreciate the points of view of ethnic and cultural groups other than his or her own.

Ministry of Education Regional Offices

Northwestern Region
435 James Street South
Thunder Bay, Ontario
P7E 6E3

(807) 475-1581

Midnorthern Region
1349 LaSalle Boulevard
Sudbury, Ontario
C3A 1Z5

(705) 566-3480

Northeastern Region
Transportation and
Communications Building
McKeown Avenue
P.O. Box 3020
North Bay, Ontario
P1B 8K7

(705) 474-7210

Western Region
759 Hyde Park Road
London, Ontario
N6H 3S6

(519) 472-1440

Midwestern Region
279 Weber Street North
Waterloo, Ontario
N2J 3J1

(519) 885-0440

Niagara Region
15 Church Street, Suite 402
St. Catharines, Ontario
C2R 7A1

(416) 684-1123

Central Ontario Region
Heron's Hill Building
Suite 3201
2025 Sheppard Avenue East
Willowdale, Ontario
M2J 1W4

(416) 491-0330

Eastern Region
1055 Princess Street
Kingston, Ontario
7KL 1H3

(613) 546-2641

Ottawa Valley Region
1825 Woodward Drive
Ottawa, Ontario
K2C 0R2

(613) 225-2230

